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ABSTRACT

The overview of this annual report emphasizes some of the major projects completed by the Institute for Research and Development in Occupational Education, in particular a pre-admissions counseling project for mature adult women, a project entitled "College and Industry - Partners in the Handicapped Employment Role," and a project incorporating two-way television. The largest section, Section II, summarizes eighteen grants and projects, including those dealing with planning a career path workshop for female high school students, sex differences in cooperative education, inservice training of community college counselors, handicapped employment, training career counselors for handicapped high school students, sex role values in career decision making, games for achieving mandated equality in schools, a study of job placement for the educable mentally retarded, enhancing potential for women in science, and staff professionalization in occupational education. Section III discusses in-house projects, such as staff development activities for urban vocational directors, an administrative handbook for occupational directors, and various workshops. Section IV covers services such as workshops and presentations. Section V briefly discusses contracted services such as the review of agency proposals and development of evaluations for them. Appended are samples of correspondence, publicity, and workshop programs. (LMS)

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ANNUAL REPORT #7

INSTITUTE FOR RESEARCH AND DEVELOPMENT IN OCCUPATIONAL EDUCATION

JULY 1, 1977 - JUNE 30, 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Institute for Research and Development in Occupational Education
Center for Advanced Study in Education
The Graduate School and University Center
of the City University of New York

in cooperation with the
DIVISION OF OCCUPATIONAL EDUCATION SUPERVISION
The New York State Education Department
University of the State of New York

CASE 10-78
September 1978

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FOREWORD

If the first seven years of institutional growth have comparability to human growth, in which the formative years are presumed to determine certain characteristics for life, the Institute for Research and Development in Occupational Education (IRDOE) has a very bright future. Although no scientific case is made for comparability there are, nevertheless, certain parallels. Both humans and institutions are conceived and born, nurtured and taught, rewarded and punished, have successes and failures. and grow in accordance with their guidance and experiences. The analogy could be carried further: as they mature they test their environment--"try their wings"--and, if the response of the outside world is more encouraging than discouraging, develop confidence and a general demeanor conducive to continued growth and success experiences.

Such has been the experience of IRDOE. After conception and birth it was nurtured and "taught" by the Office of Occupational and Continuing Education and its own Advisory Council and staff, rewarded often through praise for its contributions, and admonished (seldom) for minor failings which are concomitants of youth and inexperience. At seven years of age it has grown beyond expectations in "average-growth" curves--as some humans do. It has achieved status as a leader among its peers, and credibility among the constituencies it serves. And, most importantly, its potentials for continued contributions to occupational and continuing education are greatly enhanced by its successes, confidence in its growing capabilities, and the continued support and guidance of its "parents."

Although all staff members have helped in bringing IRDOE to its current prominence, this annual report is dedicated to the memory of Jack Schneps, whose death this year is deeply mourned by all who knew him. As one of the initial project directors within IRDOE, its directions and thrusts were largely shaped by his creativity and sensitivity to the needs of youths and adults. The benefits of his wisdom will long be enjoyed by the Institute and those who worked with him.

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TABLE OF CONTENTS

	Page
FOREWORD	i
ADVISORY COUNCIL	ii
INSTITUTE STAFF	iii
TABLE OF CONTENTS	v
I. Overview	1
II. Grants and Contracts	7
III. In-House Projects	20
IV. Service Activities	23
V. Contracted Services	24
VI. Retrospect and Prospect	26
VII. Special Acknowledgments	26
APPENDIX	29

INSTITUTE FOR RESEARCH & DEVELOPMENT
IN OCCUPATIONAL EDUCATION

Annual Report #7
1977-1978

IRDOE - ADMINISTRATIVE SUPPORT SERVICES
VEA #78-3A-603

I. Overview

The Institute experienced a banner year in each of its functional areas during FY '78. Initiation of studies and developmental projects was accelerated, largely through greater depth of staff. Breadth of activities increased, from ten projects in FY '76 to fourteen in FY '77 and twenty-one in this fiscal year. Projects for the Federal government increased from one in FY '77 to five in FY '78.

In addition to continuing our "packaging" concept, i.e., developing several projects which complement each other to enable constituencies to implement a total program, IRDOE embarked on several new ventures of national significance: staff professionalization activities, cluster career workshops, mid-life career change demonstrations, explorations of cooperative education sex-role variances, curriculum development activity involving gaming, career path research and counseling development, and a longitudinal study of career program graduates.

Of considerable note was the highly successful and widely acclaimed culmination of several projects. Our pre-admissions counseling project for mature adult women, having been tested and proved exemplary, was disseminated to community colleges throughout the State. Nine individual dissemination modes were tested; all included the complete package (auto-tutorial counselor training videotape and manual for the Motivation Advance Process, "Women in a Changing World" handbook for the conduct of the total program, and the documentary film "Turning Points" for the introductory conference). Each of the items in the package has received plaudits for both form and content, and we have already been solicited by distributors for the documentary film's national distribution.

The "College and Industry - Partners in the Handicapped Employment Role" (CIPHER) project completed its workshops with the targeted college and industry placement and personnel officers. In addition to each of its goals being realized, including the institutionalization of advisory councils for the handicapped and implementation of Sec. 504, the following industries were incorporated into the consortium activity: banking and insurance, health industries (including hospitals), technology-oriented businesses, advertising, transportation, retailing, accounting, publishing, and hospitality (hotels, motels, restaurants, and catering).

In addition to the foregoing, annual activities were completed for the remainder of the projects. Although some represent total project completion (e.g., the longitudinal study of career program graduates), some are in earlier stages of package development. For example, the "Risk and Impact" project has defined and validated variables/criteria for determining funding and assessing results; what remains to be completed is an "Administrative Handbook" which can be used to implement the findings, and that is projected for next year. The "Futuring Business Education Needs in New York State" project, designed as a three-year project, completed its second year and has yet to combine findings into a compendium for use by curriculum developers. It would be reasonable to combine this effort with the Instructional Support System for Occupational Education (ISSOE), and that presents coordination possibilities that are currently being explored.

Since summaries of each of the projects follow in subsequent pages, it would be superfluous to present additional information regarding them here. It is of consequence, however, to cite support services provided to several as illustrative of IRDOE's coordinating and administrative functions. For example, IRDOE obtained Graduate School and University Center (GSUC) facilities for the conduct of the National Science Foundation (NSF) "Science Career Workshop" and another NSF project entitled, "Enhancing Potential for Women in Science." The latter also involved arranging contractual agreements between IRDOE/CASE and the City College of New York for instructional personnel and student credits, both of which were involved in the re-training of women with science backgrounds in systems analysis. Although this activity could be explained in one sentence, over four calendar months were involved in the administrative arrangements.

Similar arrangements were concluded with the New York City Board of Education for the "Training Career Counselors for Handicapped High School Students" and with CUNY community colleges for a like program at that level, both of which involved placement of interns at schools and campuses for training and delivery of exemplary services.

The list of activities is extensive, ranging from supervision of contractual arrangements with the Research Foundation, CUNY, for the employment of forty-eight professionals and support persons, exclusive of consulting personnel and their contractual agreements, to purchase orders and payment requests for materials, supplies, and such shared services as telephone usage and duplicating for groups of projects. In this regard it should be noted that considerable cost-savings have been effected through shared services; rental of a Xerox 9200 in conjunction with the Center for Advanced Study in Education (CASE) has enabled IRDOE and CASE projects to cut duplicating costs by almost forty percent over proprietary contracting.

Other functions of IRDOE included obtaining specialized resources, both human and material, to supplement project staff and material needed in the conduct of several projects. It has long been recognized by the State Education Department (SED) that many of the projects funded

have been supplemented by various in-kind contributions, both formally and informally committed, which inure to the benefit of the project and its ultimate benefit to occupational education. Although economic conditions in New York City and, consequently, in CUNY have precluded the level of such contributions being maintained, it is with both admiration and gratitude that IRDOE acknowledges the cooperation of Harold M. Proshansky, President, GSUC, and Max Weiner, Director, CASE for their continued support in various areas.

Still other project support functions of IRDOE have included the allocation of resources for the coordination and enhancement of present projects, the development of new concepts, facilitating communications, and resolving the numerous problems that arise and which could not be anticipated. Much of this effort is accomplished in weekly divisional coordinating meetings, semi-monthly staff meetings, and monthly meetings with CASE and GSUC personnel. Specialized skills of various staff members within IRDOE as well as GSUC are "borrowed" for unique needs of certain projects. They include, but are not limited to, such matters as group work specialists lending support to a workshop, statisticians assisting in the treatment and interpretation of data, and evaluation specialists lending technical support to a project director's process or product assessment.

Finally, the resources of IRDOE were placed at the disposal of the SED and the various constituencies it serves as a downstate outreach of the Office of Occupational and Continuing Education (OOCE). In addition to such activities as the workshop/seminars for the "Big Five" and urban BOCES directors of vocational education committed to in the work plan for the year, IRDOE conducted seven additional workshops at the request of the OOCE, among them two seminars on evaluation concerns relative to PL 94-482 mandates, two on Sub-Parts II and III proposal/contract concerns, one for Regional Planners to provide orientation for the development of regionalized structures and planning, one for OOCE staff in preparation for proposal review, and one for New York City educators on critical issues in occupational education.

Since IRDOE's mission includes responsivity to needs that cannot otherwise be met by the SED because of limited time availability of personnel, costs associated with travel, or lack of certain expertise, IRDOE undertook several additional responsibilities this year: consultations with the former Assistant Commissioner for Occupational and Continuing Education regarding PL 94-482 mandates and accountability concerns, the development of a prototypical Administrator's Handbook regarding Federal/SED/OOCE procedures and policies for use by LEA administrators, representation at Title IX Coordinators' Conference on behalf of the OOCE, team membership at the National RCU Directors' meeting, and four speaking engagements (including the Cornell Institute's annual meeting of BOCES directors). Sample references are included in the Appendix of this report.

Although the year was gratifying in terms of breadth and scope of undertakings, one venture, the Televised Interactive Education (TIE) project, seems to have eclipsed all in terms of far-reaching affect. TIE employs the "communicasting" concept, which embodies the basic elements of both communication and broadcasting. It is best defined as the use of co-channel multilateral communication to educate the participants as well as a listening/viewing audience. In essence, two-way television is enabled between schools, between schools and community bases (e.g., hospitals, libraries, senior citizen homes), between schools and homebound individuals (the handicapped, mothers with small children)--virtually any combination of the above and other outreaches--via unattended repeater/translator stations which serve a community or group of contiguous communities. Unlike certain extant modes of delivery (e.g., via cable, phone lines) there are no service and time charges, since the transmissions are airborne; and unlike Instructional Television Fixed Service (ITFS) which operates in the microwave range, the cost of terminals is two to three orders of magnitude less than that of ITFS. A TIE terminal (T.V. camera, transmitter, T.V. receiver, and small antenna) can be purchased for less than $1,000, making it practical for installation in a variety of locations.

On the basis of a very successful experiment/demonstration between Syosset High School and two junior high schools, IRDOE petitioned the Federal Communications Commission (FCC) for frequencies in the upper end of the UHF T.V. range. A rulemaking number was awarded (RM 2846), and the FCC sought responses of the public. The overwhelming positive responses of educational, welfare, health, and other public service agencies, generated largely through publication of the concept and demonstration results in over forty national publications, led the FCC to re-think its posture regarding public service television regulations. Although we still await F.C.C. action on our petition, we have been encouraged by three recent developments:

1. Publication and recommendation of our system for rural use by the Executive Office of the President's Office of Telecommunications Policy (Interagency Committee Report on Rural Communications, 15 December, 1977),

2. Letters from the Vice President of the United States and his office informing us of commendations to the F.C.C. to serve continuing education and "lifelong learning" needs of our society,

3. The calling of a meeting by the Office of Telecommunications Policy on March 20, 1978, to which were invited HEW, NIE, NSF, FCC, and Congressional legislative aides for the purpose of highlighting the import and, hopefully, speeding the process of frequency allocations.

Our presentation at the March 20th meeting, which included the showing of our two videotapes documenting the demonstration and describing, through brief vignettes, a variety of other deliveries and utilizations, was extremely well-received. The senior attorney for the FCC has since been in touch with us, as has the Chief of the Broadcast Bureau, to assure us of the FCC's continued interest and contemplation of at least modifying, as an initial step, the translator regulations to permit local origination. Allocation of an experimental/demonstration frequency will probably be the next step, to permit us to provide a more extensive demonstration than that which took place on the amateur frequencies and enable the FCC to judge the viability of allocating a portion of the spectrum for national use.

It is important to note that the site of our demonstration, Syosset, L.I., continues to utilize the system, on temporary amateur band frequencies, between the electronics classes at the high school and junior high schools, and is planning the installation of terminals at the local library, a community center, and hospital. The Catholic archdioces chapter in Syosset has granted permission for utilization of their tower and, together with the N.Y. diocese chapter in Brooklyn, plans to utilize TIE to link with their ITFS system for local origination.

Additional activities worthy of mention include the publishing of "Occupational Curricula: The School/Job Match," in the Spring, 1978 issue of The New York University Education Quarterly (co-authored with Leonard J. West), and editorial responsibilities for an as yet untitled text on occupational education evaluation for Sage Publications. The Special Interest Paper (SIP) series added two additional titles this year: "The Future of the Custodial School" (#15), and "R & D on Modifying Instructional Practices" (#16). Impact of the foregoing, as well as previous publications and products which have been disseminated and are still in demand, may be assessed from samples of correspondence included in the Appendix. Similarly, presentations at professional meetings and conferences, and conduct of workshops on behalf of constituencies, are documented in copies of letters in the Appendix.

This overview would be incomplete without noting the contributions IRDOE has made to special needs populations. Although all of our activities have the ultimate objective of serving the student population better, awareness of the needs of special populations (e.g., the handicapped, women) had led to many activities in their behalf long before Federal mandates were promulgated. The original development of the "Barrier Free Design: Accessibility for the Handicapped" booklet in 1973, and the publishing of two editions in 1974 and a third in 1975-76, provided a hallmark for several organizations (including the United Nations) to publish complementary documents. Congressman John Brademas (Ind.) read it into the Congressional Record, and the Library of Congress requested its own supply to accommodate the demand from legislators from the fifty states. Among others, the City of Cincinnati developed an appropriate building code based upon information contained therein. Schools of architecture, engineering and building coporations, public

social, welfare, and health agencies, and a host of non-public agencies requested copies to improve their individual establishments and to teach/train persons in accommodating for various handicapping conditions. As late as this year (1978) requests for copies continue to pour in; from January to June 1978 alone, thirty-one mail requests were received from eighteen States and two Canadian provinces. Sixteen additional telephone requests were tallied in that period. Samples of requests and comments may be seen in the Appendix.

Although overall assessment of our activities has been most gratifying, there have been problems and concerns. Initial delays in the funding process, created largely by the first year's implementation of PL 94-482, presented "catching-up" problems for projects which were to have started in July but were funded as late as November. Where oral commitments and prior year obligations provided bases for assuming grants would ultimately be funded, cash-flow arrangements were obtained through the cooperation of the Research Foundation, CUNY, and the released time of faculty was obtained through the GSUC and CASE. Nevertheless, certain activities requiring cash expenditures for these grants were curtailed as a precaution against uncontrollable eventualities. Certain other expected grants, of lesser certainty, were delayed until greater assurance was forthcoming. Allocation of resources, therefore, required almost daily contact with Albany, the Research Foundation, the GSUC and CASE, and a greater-than-anticipated amount of interaction with agencies at which our off-campus projects were to be housed. In some instances minor modifications of time frames for certain activities, or procedures for others, had to be made. The integrity of the projects remained intact. In one instance, however, we had to reassess our thrust: The CAG Planning Consortium project, delayed in starting, was faced with one of the constituents beginning a similar undertaking by itself. The approval for the proposal was dated November 7, 1977. By this time we had met with several of the consortium principals. The N.Y.C. Board of Education's Office of Educational Statistics had, in the interim, established the Metropolitan Educational Laboratory, and part of that plan involved implementation of a computerized occupational information system. They were considering adapting the Oregon system, QUEST, to meet citywide needs. Rather than continue in the absence of a prime, large-volume user, and until the Board of Education made a determination as to its needs and intentions, we elected to wait before proceeding and ultimately decided to request a time extension for the remainder of our activities to be conducted in the 1978-79 academic year.

Yet another concern was the change in administrative leadership of the OOCE mid-year. Although there was every reason to assume there would be a smooth transition and, in fact, there was, the new Assistant Commissioner for the OOCE was recognizably inundated with new responsibilities and the Director of IRDOE was loathe to infringe upon valuable time. Moreover, those in a direct line position to the Commissioner were the very people with whom the Director interacted most frequently, and their added responsibilities were understood. Consequently, the degree of interaction was reduced, providing for less input to the SED regarding FY '79 thrusts, reduced coordination of activities, and some confusion regarding certain lines of communication and FY'79 fund-

ing procedures for research projects. None of the foregoing proved to be cataclysmic, however, and there is every reason to believe that the new procedures instituted will ultimately inure to everyone's benefit in the near future.

II. Grants and Contracts

(Complete final reports are available for each of the following summaries.)

Instructional Support System - Occupational Education II (ISSOE)
VEA #78-3C-878

During FY'77 IRDOE provided in-service training for a cadre of teachers and supervisors to enable them to undertake the task of developing instructional modules in keeping with a standardized format for the State. Efforts were concentrated on the development of protypical materials in Food Services and the Building Trades, and assisting the Cornell Institute in furthering its activities with teachers in Automotive Mechanics and Office Practices.

To obtain wider distribution of developmental efforts, the SED elected to have various teacher training institutions undertake expansion of these activities in FY '78, and IRDOE undertook two research thrusts.

In preparing ISSOE materials, a curriculum that provides students with entry-level job skills, it was imperative that the content of the curriculum match as closely as possible industry's expectations for the program graduates. It was thus necessary to examine the skills required of entry-level job holders as they exist on the job and to compare these skills and knowledges with those being taught to the students in the occupational training program.

This year's study consisted of two major phases: a validation study and a study of ISSOE assessments. The specific project objectives are shown below:

Validation Study: To validate two ISSOE curriculum areas by comparing the ISSOE materials to V-TECS and/or Department of Defense (DOD) curriculum materials that have been validated.

Study of ISSOE Assessments: To provide a review of the literature in the area of hierarchical learning structures and their relationship to testing student competencies in occupational education.

Several delays were encountered in the validation activities, largely because of inability to obtain V-TECS materials. Since certain legal and/or procedural matters involved in the SED's contracting with the V-TECS Consortium portended to further delay using those materials, validation proceeded with the DOD curriculum materials.

In addition to the validation, guidelines were developed for occupational education teachers that describe the ISSOE approach to assessment, provide examples of this approach, and demonstrate how these ideas may be applied in the classroom situation.

A Planning Proposal to Develop Career Path Workshops for Women Students
VEA #78-3D-807

Building on recent experiences, and with funding from the New York State Education Department's Grants Administration Unit, representatives from a CUNY community college, three public high schools, and IRDOE staff have been involved in an eight-month planning grant. The purpose of the grant was to formulate a complete program for implementation in September 1978.

The Career Paths program was designed to encourage women high school juniors and seniors to consider non-traditional scientific and technological careers. A two-pronged approach was undertaken; it consisted of a basic Workshop series to provide participants with occupational/educational information and an opportunity to plan their own future. Extensive use of individual and small group activities and role models was intended. The Workshop component will take place on the community college campus. The second component, supplementary instruction, is focused on enabling participants to improve those math and science skills so necessary for "non-traditional" careers. The activities include the use of existing formal courses of study; newly developed mini-courses; math/science anxiety clinics; and individual projects in math and/or science. Depending on its nature, the supplementary instructional component can take place at the college or high schools, and make use of both professionals and college-age role models.

Three task forces were convened to design the specific content, strategies, and materials to be used in the conduct and evaluation of the program. Experts in career counseling, mathematics/science, and program development and implementation have had extensive input into issues ranging from recruitment of the target population, through effective delivery strategies, to scheduling and sequencing concerns. In addition to meeting the primary program objective, the planning activity has strengthened the linkages between secondary and post-secondary educational institutions.

1973 Career Graduates: A Profile
CO #77-2-904

The goal of this survey, the third in a series of studies supported with a grant from the New York State Education Department (Grants Administration Unit), is to investigate the educational

and vocational experiences of graduates of the career programs offered by the eight community colleges in the CUNY system.

Using addresses provided by the colleges, approximately 4,500 students who were graduated with an A.A.S. degree in 1973 received a questionnaire designed to elicit information about their community college and subsequent activities. The specific areas covered included demographic descriptive data; educational/career history during community college; work and educational activities after graduation; and a self-evaluation of college training as it related to career development.

A second mailing to non-respondents was built into the survey design, as well as a follow-up by telephone to the non-respondents who could be located.

Distributions and cross-tabulations of responses by college and across colleges is presented in final report to the participating colleges and funding agency. These data should provide a basis for increased understanding of the outcomes of community college career training for the purpose of assessment and planning.

Sex Differences in Cooperative Education as Related to Selected Institutional, Employer, and Program Characteristics
USOE - 510AH70042

This program, one of five research studies supported with a grant from the U.S. Office of Education, Cooperative Education Branch, was designed to investigate selected experiences of a sample of cooperative education students attending colleges and universities in the Northeast. The pilot study should provide cooperative education program developers with an awareness of the different activities, expectations, and self-perceptions experienced by male and female students on their first co-op field assignment.

The basic assumption underlying this study was that there are subtle differences associated with one's sex that characterize the entire world of work. Thus, expectations of employers may result in differences in duties assigned or in standards for rating performance; employees' self-perceptions may result in their under- or overrating their ability to perform certain jobs. These factors may, in turn, be related to satisfaction.

Through the use of questionnaires and other rating forms, the daily patterns, habits, and duties of cooperative education students were delineated in some detail. Students from four colleges completed a daily log and a questionnaire, providing a comprehensive report on their activities on the job--including such items as dress code, physical work, and the number of "clean" or "dirty" jobs performed--and answers to demographic questions as, for example, prior work history.

Their employers described the job responsibilities of each student in the sample, rating each in terms of such things as reliability, accuracy, willingness, and potential. Data about the co-op program and about the place of employment (e.g., size and nature of the business or industry) was obtained from the college. The data were analyzed to determine the effects of sex on placement practices, work environments, duties on-the-job, employer ratings, and students' satisfaction.

Information is now available to co-op program administrators for use in preparing students in advance for the kinds of experiences they are likely to encounter, and to employers for consideration of practices, so as to maximize the effectiveness of all new employees.

Inservice training of Community College Counselors to do Occupational Counseling with Handicapped Students
VEA #78-3E-199

The ultimate goal of this project is to produce a field-tested design for a program of inservice education for community college student personnel staff on the subject of meeting the occupational and career counseling needs of physically handicapped students. This product will be, in effect, a package directing the use of materials and various approaches that can be used by community colleges in the State for developing their own inservice training programs.

This first year of the project studied and defined the specific needs and resources of a sample of community colleges. In addition, there was a literature review, including a computer search through the ERIC system, in order to ascertain needs, programs, and research findings pertinent to the topic. Also there was nationwide survey of colleges and universities that are known to offer special support services for handicapped students.

Materials and content obtained from the aforementioned resources were used in the development of a number of methods and materials that can be used by community college personnel as they respond to the needs of disabled students. The year ended with an evaluation of these efforts.

The second year of the project will be devoted to a full-scale field test of the program that emerged from the first year's tryouts and evaluation. Second year activities will be thoroughly evaluated, with a revised design being prepared in the form of a handbook and including suggested multimedia materials.

With the model training design, the student personnel staff of every community college in the State will be in a better position to offer physically handicapped students the counseling, advocacy, and other direct and indirect assistance needed for full development of their vocational, academic, and personal potentialities.

College and Industry: Partners in the Handicapped Employment Role (CIPHER)
VEA #78-3A-179

The CIPHER project's overall goal was to create an awareness and responsiveness to the employment potential of handicapped two-year college graduates on the part of business, labor, government and community college personnel. The program design had a tripartite structure including employers, community colleges and disabled students. Representatives of these groups participated in a series of workshops, each of which focused on an occupational cluster.

Themes for each workshop emanated from concerns and issues raised by participants. Community college representatives gave overviews of their college programs since many employees were learning about programs for the disabled for the first time.

Over the course of workshops the following topics were covered:

- Services or products offered by industry.
- Job market trends within the industry. Labor needs, current and in the next five years.
- Personnel practices related to recruitment, assessment procedures and training programs.
- Modifications of personnel practices when hiring and employing disabled individuals.
- Experiences in recruitment and employment of disabled employees.
- Corporate policies that have affected the employment of disabled individuals.

In addition to information exchange, each group engaged in activities designed to explore attitudes held about disabled individuals which may represent hidden blocks to their employment.

Industry clusters participating in the workshops have included: personnel managers, affirmative action officers, and high level administrators in the publishing/media field, and the "hospitality" industry. Among the more than thirty companies involved were: Time, Inc., McGraw Hill, Restaurants Associates, New York Daily News, Loew's Corporation.

Two separate advisory councils, one made up of deans of student personnel and the other consisting of business/labor/government representatives, assisted in planning, implementing and evaluating workshop activities.

Training Career Counselors for Handicapped High School Students
USOE - PR451AH71363

The purpose of this project was to try out, on a larger scale, an approach to the preparation of a new kind of counseling specialist--one who will be qualified to work in a special education setting to facilitate the career development of physically handicapped and brain injured students. The training approach and the model of counselor role have been developed and field-tested on a small scale during the past two years under a New York State Education Department grant; the evaluation had been most encouraging, warranting this expanded program.

While the counselor trained in this project was concerned with the individual needs of each student, the major emphasis was on the career educative function of helping students to become oriented to work, or become involved in the career choice process and to become increasingly aware of, and skillful in, the decision-making process.

Perhaps the most promising aspect of this project was that it demonstrated a model within which master's level (or near-master's level) counselors can be prepared as specialists in one area of counseling by means of a half-time, one-year internship. The model can readily be adapted to the preparation of counseling specialists for other types of special-needs populations.

Further, the project permitted the refinement of a model for this new specialty in the counseling field--a counselor who can work effectively in a high school setting with special education students, their parents, and the school staff toward the goal of increasing career maturity and sound vocational planning. The role model includes one-to-one counseling, developmental group work, communication with parents, consultation with teachers and other school staff, and arranging for guest speakers and field trips to places of work. The emphasis is on growth rather than therapy, and the focus is on career, though including related and supporting areas of living.

Women in Science, Science Career Workshop: IT'S MY LIFE!
NSF 7704700

IT'S MY LIFE!, a workshop designed for more than 100 women freshmen and sophomores enrolled in public and private two-year and four-year colleges and universities in the New York City area, was one of 24 workshops conducted this year in 18 states and the District of Columbia with grants from the National Science Foundation. The intent of CUNY's one-day workshop was to provide participants an opportunity to plot a personalized career plan based on an improved appreciation of the various options for integrating personal, professional, and lifestyle concerns.

The morning session was devoted to a panel discussion by seven women scientists--representing diverse disciplines, ages, ethnicities, lifestyles, and career paths. Following lunch, each student participant was assigned to two consecutive one-hour sessions, each of which was led by a guest scientist. In the third mini-session, participants selected to spend the hour with another of the guest scientists, or with a career counselor or representatives from business and industry employing scientists, and/or in a computer search of career information. At the end of the day the whole group was reconvened for a wrap-up session.

Feedback from the participants, panelists, other professionals, and project staff was laudatory; a great amount of excitement, interest, and learning took place. Formal evaluation indicated significant changes in participants' educational and career-related goals, and in reported understanding of new options and opportunities. A follow-up evaluation of participants and non-participants is expected to yield additional information about longer-term impact.

A Planning Consortium Grant for Computer-Assisted Guidance in New York State
VEA #78-3D-322

Since 1973, CASE/IRDOE has been actively involved in examining the concept of computer-assisted guidance. In addition to demonstrating and evaluating one such system in public secondary schools, two-year CUNY and SUNY colleges, and correctional facilities has been closely monitoring the use of computer guidance systems across the nation. At both the secondary and postsecondary school level there have been dramatic increases in the number of sites committed to computers as an aid to counseling.

The intent of this planning project is to ascertain the extent of need for computerized occupational guidance information in New York State, and to develop a mechanism for centralized accountability.

Preliminary meetings and assessments were initiated. During the early course of the year IRDOE began serious discussions with the New York City Board of Education, one of whose divisions was contemplating a citywide career information center. In December 1977, the Chancellor of the New York City Board of Education presented a resolution for the establishment of the "Metropolitan Educational Laboratory," one function of which would be the development and implementation of a pupil guidance information computer service. The resolution was passed and "Metro Lab" created.

It was presumed that the outcome and direction of these efforts will have important implications for coordinating Statewide programmatic activities. Accordingly, IRDOE determined to await Metro Lab's assessment of QUEST, the Oregon State system, for possible adaptation to New York City needs. That assessment and action was delayed periodically, delaying progress with our other constituencies. A time extension of our grant was subsequently obtained to accommodate the problem, and our activities will continue during FY '79.

Continuation of Futuring the Business Education Curriculum Needs
VEA #78-3A-658

During the present year IRDOE has undertaken the organization, evaluation, and dissemination of the outcomes of four meetings held by the Statewide Business Education Review Committee. In addition, the Institute acted in a general facilitative and consultative capacity to the Committee. The Committee was appointed in order to study projected changes in the structure and requirements of business, and to make recommendations so that business education could appropriately articulate with the demands of business in the 1980's and 1990's. To that end the Institute had invited presentors to each of the committee meetings so that a wide variety of types of input, from experts representing different points of view, were available for the Committee's continuing deliberations during the year.

In the present year a series of four meetings had been scheduled. The first of these occurred on Oct. 14 in Buffalo, New York, where three experts from personnel areas prepared papers and oral presentations regarding desirable skills, knowledge and attitudes of entry level business employees. The presentors spoke from the perspective of small business, large business, and government, and attempted to project the kinds of needs each sector would have for entry level business employees within the next 10-20-year period. In addition to discussing these recommendations, the Statewide Committee was divided into three different subgroups whose role it was to study intensively the areas of accounting and bookkeeping, general clerical occupations, and executive office assistants. These subcommittees convened during the Oct. 14 meeting to list the competencies considered most important to their respective areas. It is expected that these subcommittees will continue to function during the life of the Committee as a whole, and convene as subcommittees during the regular Statewide Business Education Review meetings.

The committee meeting on Jan 20, 1978, in Rochester, New York, was devoted to discussing appropriate recommendations regarding curriculum delivery systems for the competencies developed during the Oct. 14 meeting. Two experts from the curriculum area were invited to make presentations regarding optimal curriculum delivery systems for the

competencies developed.

The third meeting during this year was held in Syracuse, New York, March 31, 1978. At this meeting discussion centered around the most appropriate instructional strategies for developing the desired competencies within the curriculum configurations recommmended previously.

At the fourth meeting this year in Swan Lake, New York on June 9, 1978, discussion centered around formulation of recommendations for an implementation system which will enable business education to achieve the program modifications suggested by the Committee.

In addition to several products (a total compendium of presentations and overviews of Committee deliberations), a succinct but comprehensive report was begun for dissemination to the field in FY '79. At that time reactions from practitioners and employers will be assessed for revision, inclusions, etc., and the final report will be published for general distribution.

Sex Role Values in Career Decision Making
NIE/DHEW #60824

Career education and career decision making models have typically included two broad areas: 1) knowledge about occupations and education; and 2) values related to occupations. This view of the content of career decision making has been challenged by data on the occupational segregation of women and the different career patterns found for men and women. This project, funded by the National Institute of Education, examined the relationship of values traditionally associated with sex roles in American culture and career decision making.

High school students in grade 11 were individually interviewed to collect data on a number of variables related to sex roles and career decision making: occupational, marriage, and parenthood values; educational and occupational aspirations; role models and parental education and occupations; and anticipated work patterns. The design of the study represents equally female and male students, middle and lower socio-economic levels, and white, black and Hispanic socio-cultural groups. The outcomes of the research are case and descriptive material, the development of the marriage and parenthood values terms, and the interrelationships among the major variables. The findings will be of interest to counselors, developers of career education materials, and those concerned with the development of theory and practice in guidance and career education in the schools.

A Study of the Validity and Feasibility of Impact Ratings for Use In Funding and Evaluation
VEA #78-2A-540

The development and assignment of priorities to variables which constitute a definition of a "high impact" project in vocational education is critical to both funding decisions and the evaluation of projects. The definition of impact ties together the two areas of funding priorities and evaluation, and can, in the long run, be expected to affect the level of impact of VEA projects in New York State. This project extended the pilot work done in FY '77.

The Institute worked closely with Division of Occupational Education Supervision (DOES) staff to define the impact variables and develop a questionnaire to be tested for feasibility with LEA's. Sample project descriptions were selected or written to provide a number of completed projects (as well as project proposals) to be judged as high or low in impact by DOES staff. These project proposals also had impact ratings developed from the variables given priority ratings by DOES staff. The impact ratings were compared to those given by DOES staff on an overall impact, as one indication of the validity of the impact variables. The result of this project is a document that should assist the DOES in rating and making decisions on funding priorities.

Instructional Support System - Occupational Education SUMMER WORKSHOP
CO 77-8d-785

During the summer of 1977 ISSOE workshops were conducted with two groups of teachers representing carpentry and general merchandise retailing. The 25 carpentry teachers identified 12 units and a total of 29 modules. A total of 39 major objectives and their associated criterion-referenced measures were developed for dissemination and implementation during the 1977-78 school year.

The 14 distributive education teachers identified 8 units and 34 modules within the general merchandise retailing course. A total of 34 major objectives and their associated criterion-referenced measures were developed for dissemination and implementation during the 1977-78 school year.

The products developed were published in four volumes. Building industries and foods, in addition to carpentry and general merchandising/retailing, were provided in quantity to the SED to enable expansion and development of additional modules utilizing these materials as guides.

Games for Achieving Mandated Equality in Schools (GAMES)
VEA #78-3F-191SB

This project developed a series of simulation activities and participative learning experiences for counselors, teachers and administrators. The GAMES project was designed to increase sex-equity in secondary school systems as mandated by Title IX and VEA legislation. Eight hours of workshops were developed in three distinct but related segments:

a) Examining personal values on sex fairness.

b) Understanding Title IX and VEA legislation as it applies to policies and practices within the participant's school.

c) Developing approaches for sex-fair vocational counseling.

Two products were developed: An activity workbook, and a leader's guide. The workbook provided activities suitable for three populations: school administrators, teachers and counselors. The leader's guide provided sufficient information to enable a relatively untrained person to head groups through the program.

The activities require small group discussion and participation. Each activity contains structured exercises and questions, with feedback given after the group has reached a consensus decision. The small group decisions are then compared and discussed in the large group setting.

Each of the three segments is composed of a series of small group auto-tutorial activities. After a series of pilot-tests in upstate and downstate school districts, three statewide conferences for counselors will be held in the Fall '78 semester.

The New Occupational Student: Mature Adult Women (NOSMAW) Phase III Dissemination
VEA #78-3D-206PS

This project sought to disseminate a package of materials (prepared in FY '77) to two-year colleges in New York State and also to develop and assess nine dissemination strategies.

In order to disseminate the NOSMAW pre-admission counseling program for women IRDOE provided the following materials to the colleges:

1. Videotape and manual: The Motivation Advance Process Leadership Training for Counselors

2. Film: Turning Points: A Profile of Three Adult Women in College

3. Handbook: Women in a Changing World: A Pre-Admission Counseling Program for Mature Women

In addition to the materials we provided the following services:

1. Staff training in the Motivation Advance Process.

2. Program planning for an extended (more than one day) pre-admission counseling program for mature women.

3. A follow-up session in which IRDOE staff helped to trouble-shoot any difficulties that may have arisen in planning for implementation in the NOSMAW program at the individual colleges.

Each of these three services required full day field visits to the colleges. However, depending on the dissemination strategy being tested, not all colleges received all services, and the range of effort involved anything from zero visits to three full day visits.

Interest in the NOSMAW program and materials has been more enthusiastic than had been anticipated. IRDOE had planned to offer one of the nine dissemination strategies (involving various combinations of staff training, program planning, and additional services) to each of the 39 colleges, anticipating that approximately half would be interested in receiving these materials and services. However, it soon became clear that almost all the colleges were interested in the NOSMAW program (only 4 colleges did not follow through on their requests for the program). This means that although IRDOE had planned and budgeted for a dissemination program that would service between 15 and 20 colleges, we provided services for 35 colleges.

A comparison of pre-admission services offered to mature women before and after IRDOE dissemination activities, indicated a large increase in planned services for the target group.

EDUCABLE MENTALLY RETARDED JOB PLACEMENT STUDY
CO 77-C-883

The intent of the study was to obtain data regarding the employment patterns of EMR students who have received occupational education in high school. The model of the research followed a general-to-the-specific approach.

First, introductory letters were mailed to 54 Superintendents of Schools, which represented, roughly, 95% of the total handicapped student population in New York State. The Superintendents responded regarding their interest or willingness to participate in the study and also named a designee to act as liaison for the study.

Second, all the positive respondents, about 75% of the sample, were mailed the survey to establish the extent of their programs of follow-up and employment placement services. These surveys were received and tabulated.

Third, telephone contact was made with all the unknowns, non-respondents to the first mailing. Duplicate mailings were sent to those who requested it.

Included in the remainder of the research were visits to 12 sites during April - May, which were operating programs of sufficient quality to sufficient numbers of students. The results of these site visits and the tabulations from the survey have provided enough data to make meaningful generalizations regarding the scope and nature of the employment placement process for EMR students who had received occupational education.

Enhancing Potential for Women in Science

NSF #SM177-04689

The National Science Foundation funded a cooperative effort by the Institute at the Graduate School/University Center and City College of the City University of New York to retrain unemployed or under-employed women who have a degree in one of the sciences. The program content is designed to give the women enough training to enter the job market as Systems Analysts in an area related to their previous scientific training and/or to enroll in graduate school.

Forty-eight women, with good mathematics background and excellent aptitude in computer science, were selected from 177 applicants. By the end of their training, in the 1978-79 academic year, they will have 1) attended four technical courses in computer science; 2) attended Computer Terminal Workshops; and 3) completed two individually guided research projects in a computer science application related to their scientific interest. In addition to the technical training, the women will have attended Career Counseling Workshops providing experiences useful to their conducting a productive job campaign at the end of their training.

Staff Professionalization in Occupatinal Education
VEA #77-C-742

The objective of this project was the determination of needs of occupational education practioners for growth through involvement in professional organizations. In addition to the broad spectrum of subspecialties (vocational areas), leading to diffuseness of effort, professional organizations' membership rolls indicated a large discrepancy between potential and actual membership.

Since the inference was that professional organizations were not meeting the needs of occupational educators, IRDOE hypothesized that the activities were designed, heretofore, on a "best guess" basis rather than on objective, reliable information. We determined to ascertain the self-perceived needs of practitioners regarding the services and information they were not receiving satisfactorily.

The outcome for the year's activity is a body of reliable information providing a base for exploration of optimal modes of delivery. The prime target audiences for our data are statewide professional organizations but, because IRDOE wishes to transcend purely local considerations, a second year's proposal has been submitted to develop delivery systems appropriate to a wide variety of needs and program types.

III. In-House Projects

This section deals with those activities that were either a contractual obligation of the administrative grant, an additional assignment during the year as an arm of the State's RCU, or undertakings designed to explore--test the waters--of new concepts which could improve the vocational education process for students.

Urban Vocational Directors-Staff Development Activities

The Institute has, for the last three years, conducted staff development meetings for the Big Five directors of vocational education and combined those activities with invitations to the urban BOCES directors where appropriate. This year two prime meetings were held: one in New York City on December 15-16, 1977 and the other in Rochester on April 13-14, 1978.

At the New York City meeting, devoted to critical issues facing urban directors, regional planning and program evaluation were deliberated in depth. Of significant additional interest to the group were the implications of new technologies as they might alter deliveries of vocational education.

The Rochester administrator's workshop concerned itself with evaluation of occupational education (systems discussions), the effects of court orders on school systems generally, and cost-effectiveness as applied to vocational education programs. In this, as in all such workshops, a "cracker-barrel" session of the directors with the Director of the Office of Occupational Education Supervision was deemed extremely valuable by the participants. At such times, in shirt-sleeve informality, up-dates on new procedures and policies are obtained, information and ideas exchanged for input to the SED, and problems and concerns are ironed out which would otherwise require massive correspondence.

In addition to the two prime meetings, IRDOE facilitated eleven other such meetings of a small-group nature. They consisted of pre- and post-meeting planning and evaluation sessions, caucuses at other professional meetings, and impromptu get-togethers whenever it was feasible (i.e., when three, four, or more directors were to be in such a central location as Albany at the same time). It must be added that, while these meetings were intended to serve the directors' needs for communication on various matters, the Institute profited immensely. Through such ongoing contacts IRDOE obtains a sense of issues requiring resolution, and obtains a "hands on" education to better serve its constituencies. In actuality, much of the credit for many of IRDOE's accomplishments is due the vocational directors and members of the SED who participate in these meetings, since they supplement the inputs of our Advisory Council and other business, industry, and school groups with whom we meet.

Administrative Handbook for Occupational Directors

In keeping with our mandate to serve the SED in projects for which in-house personnel are not available, we responded to a request from the DOES to compile an "Administrative Handbook" which would serve current and future directors throughout the State. Our original document was subsequently submitted to members of the Office of Occupational and Continuing Education staff, and to a consultant for possible re-formatting. Ultimately, our original format was requested with certain additional information in outline form, in order that in-house documents and materials could be inserted within the outline format. Additionally, because Federal and State rules and regulations change periodically, a looseleaf document was recommended to enable appropriate up-dating. It would seem that the OOCE now has a document which can well serve the directors and obviate the problems associated with a lack of information regarding regulations, policies, and procedures.

OOEC Regional Planners' Workshop

In response to an OOEC need, IRDOE supplemented activities of the Division of Occupational Education Planning by facilitating a workshop for the regional planners on October 18-20, 1977 in Albany. Again, IRDOE benefitted as much as it contributed, since the OOCE's planning procedures were only nominally familiar. The involvement also enabled us to meet the newly appointed planners and to develop working relationships with them.

OOEC Staff Development Workshop (Proposal Review Procedures)

New procedures developed for review of proposals for sub-parts two and three (PL 94-482) funding required an orientation for OOEC staff and the Grants Administration Unit. This meeting held in Albany on March 27, 1978, enabled two-way communication, and modifications in the procedures and/or instruments as warranted.

Exploration Studies and Development Activities

Although the staff and executive committee meetings are intended to facilitate and enhance communications, and improve project quality by making the total resources of CASE/IRDOE available to individual project directors, these meetings also serve to surface new ideas, to "brainstorm," and to cite concerns regarding curriculums, deliveries, staff training, etc. that are not being attended to. When there is sufficient reason to believe that IRDOE can contribute to resolutions, and that they are in accord with the Institute's mission, exploration is undertaken. This may take the form of literature reviews, discussion with consultants who have appropriate expertise, and/or meetings with constituencies affected by the particular problem under consideration.

In this academic year IRDOE staff undertook exploration and development activities regarding concerns which included, but were not limited to, the following areas:

- Accountability (related, particularly, to program improvement)
- Manpower
- Evaluation (with emphasis on PL 94-482 mandates)
- Industry-School Cooperations
- New Tecnhologies (and, particularly, emerging occupations)
- Industry Trends
- Audio-Visual Productions
- Special Needs Populations
- Exemplary Pre- and In-Service Training Modalities

In some instances the resultant products were proposals for grants to test or demonstrate a new concept or system, In others the products were published articles or newsletters. In still others the outcomes indicated that more research or exploration was needed, or that the time for a particular idea had not yet come. In every instance, however, IRDOE profited from the knowledges and maturity gained.

Special Interest Paper Series (SIPS)

The SIP concept stemmed from the concern that, among other reasons, omnibus newsletters do not serve in depth, are disseminated too broadly to economically reach change agents, and often include extraneous items designed to flatter individuals or obtain political gains. On the assumption that salient papers have meaning for select populations and deserve in-depth treatment, IRDOE has been publishing one-topic papers for selected distribution to those populations deemed to have immediate interest in the subject and capable of acting upon the knowledges gained.

Although distribution, restricted to New York State, has seldom exceeded 300 copies, we have been surprised to receive comments from professionals in numerous states throughout the nation and, in one instance, from a Federal agency requesting permission for duplication and redistribution abroad (USIA/AID for distribution of #14, "A Job-Oriented Curriculum Model for the Two-Year College" to developing countries).

This year two SIP publications were distributed:

- #15 "The Future of the Custodial School" and
- #16 "R & D on Modifying Instructional Practices"

Additional papers, in preparation during the year, were either outdated by changes in Federal regulations or delayed by other activities higher in priority. One paper was published, instead, in the New York University Education Quarterly (Spring, '78), in the belief that wider distribution would benefit occupational education nationally.

IV. Service Activities

As a downstate outreach of the SED's Office of Occupational and Continuing Education, IRDOE assumes certain responsibilities for serving various sub-publics involved in or associated with occupational and continuing education. Mentioned in last year's annual report was the concern that responding to the increasing demands upon IRDOE's time and resources was threatening to interfere with its other activities. Again this year, in large measure because the economic picture had not changed for the better, LEA and college personnel were aggressively seeking grant and contract monies to supplement (or supplant) short-falls

in their financing. With little expertise in proposal writing, they continued to seek our assistance in ever-increasing numbers. The cautions of our Advisory Council to discriminate--prioritize our efforts to achieve the greatest good for the greatest number--led to many group, rather than individual, meetings. Illustrative of our strategy was the workshop conducted for the Association for Humanistic Education and Development (AHEAD), a division of the New York State Personnel and Guidance Association. This group, representing such diverse disciplines as guidance, admissions, and career education, and practitioners in occupational education areas, enabled us to reach a wide variety of persons with diverse interests. The all-day session, entitled "Finding Funding - A Workshop on the Grants Process," was extremely well-received by personnel from over 50 agencies.

In addition to the foregoing, presentations and consultations were provided to, among others:

Board of Education of the City of New York
Board of Education of the City of Yonkers
The President's Committee on the Employment of the Handicapped
The City University of New York Colloquiums in Occupational Education
The Chancellor's Office, CUNY
Ohio State University
Federal Communications Commission
Office of Telecommunications Policy

V. Contracted Services

Requests for services which go beyond consultation for a day or two, and which involve an agency's contractual obligation to a funding source (e.g., formative evaluation throughout a contract period), are selectively accepted on a contracted services basis. This year IRDOE reviewed seven agency proposals and developed the evaluation sections for each. In four instances we were asked to assume the evaluation responsibilities; one was refused for lack of faith in the integrity of the project after a negotiation agreement between the agency and the funding source reduced the funding level, and a second was proffered too late to undertake appropriately. The remaining two could not provide sufficient dollars for the employment of an evaluator on a full-time basis; we elected, therefore, to recommend several other resources for those agencies to contract with.

This aspect of the Institute's functioning requires some reassessment. Considerable time and effort goes into developing evaluation sections for proposals and, both legally and ethically, there can be no quid pro quo regarding our subsequent involvement as the evaluators. Moreover, our development of those sections of proposals has been perceived as a service, but the numbers of requests are extensive; were we to honor all such requests we could, conceivably, be doing nothing but. Add to that the recognition that only a percentage of the proposals are funded and one can see that the activity could readily dissipate resources and militate against our own functioning.

At least when SED funding is involved there may be a solution to the dilemma of wishing to provide a service (and also be involved in the evaluation of a project which complements IRDOE's thrusts) but finding a conflict in resource allocation. Were the evaluation sections to be written only after serious interest in the proposal by the SED is determined, much effort could be saved. This might be a problem since it would require the OOCE to accept, on faith, that an adequate evaluation would be conducted. However, were the SED to stipulate that the award is contingent upon its selection and contracting of the evaluator, a number of benefits could accrue:

- Specificity of design elements could complement other SED needs in addition to the particular project needs.
- Standardization of certain designs could accommodate for aggregation of data in programs of a similar nature.
- Cost effectiveness of evaluative operations could be significantly improved by reducing general administrative and overhead costs. The accumulative savings across the State could be substantial.
- Quality of evaluation activities could be controlled more readily, with the SED adding or dropping evaluators from its resource file as appropriate.

The foregoing would serve agencies such as IRDOE in several ways. In addition to minimizing the expenditure of effort on proposals which would not be funded, there would be an opportunity to maintain an evaluation division (in much the same way that we maintain specialists in occupational guidance and counseling, the handicapped, women, curriculum, etc.) to provide for continuity of effort and quality control. The allocation of human resources could be much more efficient, as could the necessary support services and material resources allocations. Benchmarks regarding volume and nature of contracts could, early, signal the number and types of personnel needed which, in turn, would obviate the overburdening or over-manning problems which increase operational costs.

Finally, this suggestion would complement and enhance the activities of the projected OOCE small evaluation unit designed to accommodate PL 94-482 mandates. Should that unit maintain the "evaluator resource file" the project evaluation activities could be meshed with its projected statewide responsibilities and enlarge its capabilities.

VI. Retrospect and Prospect

While the accomplishments noted in the preceding pages evoke much pride on the part of the director and staff of IRDOE, we note with humility that our activities are miniscule in terms of all that could be done to improve occupational education for students in New York State and the nation. We commit ourselves to continue to identify problems and concerns in the field, and to provide implementable information and products designed to ameliorate, if not eradicate, those shortcomings.

With the encouragement and continued support of the State Education Department, our Advisory Council, the City University of New York, and the various agencies with whom we have established cooperative relationships we shall proceed along the course of our long-range plan. We have, additionally, requested of the Graduate School and University Center (GSUC), through the Center for Advanced Study in Education (CASE), that IRDOE be evaluated by outside consultants. Our intent is to practice what we preach: that periodic formative evaluation can maximize success by looping information to management for appropriate decisions and action. We acknowledge that third-party evaluation can bring a fresh, objective perspective, and look forward to the opportunity to improve IRDOE's operations on the basis of that evaluation.

VII. Special Acknowledgments

We are appreciative of Assistant Commissioner Gerald L. Freeborne's confidence in IRDOE's accomplishments and potentials for the future. Although the Director has not interacted extensively with Commissioner Freeborne in the six months he has been in office, the brief meetings have been most encouraging of progress toward mutual goals. Additionally, his initiatives in obtaining multidisciplinary, interagency cooperations have the potential for greatly enhancing occupation education thrusts and are loudly applauded here.

Previously mentioned in our reports has been Dale Post, Director of the Division of Occupational Education Supervision. His leadership has contributed significantly to IRDOE's growth and has, in this past year, added to the quality of several of our projects as well. His personal attention to the "Risk and Impact" study has resulted in national recognition of our efforts, and involvement of Ohio State University's National Center in our activities.

Finally, there are those whose activities of an on-going nature have been so ever-present that they have been taken for granted. Thanks to Alan Robertson, Chief, Bureau of Occupational Education Research, who has tirelessly contributed ideas and yeoman's efforts to proposal development and improvement. His facilitative role has eased our burden greatly.

And to another heretofore unacknowledged but always appreciated helper, William J. Boudreau, Supervisor, Division of Occupational Education Supervision: a special thank you. His deep commitment and concern for the integrity of the projects we have undertaken was exceeded only by his zeal for "keeping us on the ball" regarding SED procedures. To have accomplished these two, sometime conflicting, goals through the years--and maintain the high esteem of every IRDOE staff member--is a mark of the complete professional.

To Melanie Bentley, who has listed herself herein under "Secretarial," but who is, in reality, IRDOE's Administrative Assistant: For someone who keeps all the wheels moving so efficiently; who is usually two steps ahead of the Director; who can juggle eight balls at one time and still pick up the ones the staff members drop--you are much too self-effacing!

APPENDIX

(Sample items illustrating text.)

SPA

STUDENT PERSONNEL ASSOCIATION of New York State

FIRST ANNUAL CONFERENCE

ATTRITION - RETENTION:

A CRITICAL CHALLENGE

PINES HOTEL SOUTH FALLSBURG NEW YORK

APRIL 30 - MAY 2, 1978

PROGRAM AGENDA

SUNDAY, APRIL 30

2:00 pm Registration
6:00 pm Cocktail Hour
7:00 pm Dinner
8:00 pm Opening Address

MONDAY, MAY 1

8:30 am Breakfast
10:00 am Keynote Speaker
Dr. Hadley S. DeFuy
Deputy Commissioner
Higher & Professional Education
New York State

11:15 am Workshops:

Room #1 Recruitment and Retention of Adult Female Students
Dr. Lee Cohen
Director
Institute for Research and Development in Occupational Education
New York, New York

Room #2 An Interdisciplinary Studies Approach to Retention; or How We Retain Students Despite the Cold Winters
Robert Abdo
Counselor/Assistant Professor
North Community College
Saranac Lake, New York

URBAN OCCUPATIONAL EDUCATION ADMINISTRATORS WORKSHOP

April 13-14, 1978

Marriott Inn
Rochester, New York

Sponsored Jointly By

Institute for Research and Development
(City University of New York)
and
Large Five City Directors of Occupational Education

HOST: Rochester City School District

AGENDA

Thursday, April 13, 1978

EBENEZER'S LOUNGE	
12:00 - 1:00	Lunch - Group will all sit at one special table
TREATY ROOM:	
1:00 - 3:00	Evaluation of Occupational Education - Lee Cohen, City University of New York
3:00 - 3:30	Coffee and Coke Break
3:30 - 4:30	Effect of a Court Order on a School System - Robert Fritzinger, Buffalo City School District
4:30 - 5:30	Break
5:30 - 6:30	Concerns in the Educational Market - After The Equipment Is Purchased - Denny Burke, A B Dick Company
SALON D	
6:30 - 7:30	Welcome to Rochester - Frank Tota, Assistant Superintendent for Instruction, Rochester City School District Attitude Adjustment Hour
SALON E	
7:30 - 9:00	Dinner

Friday, April 14, 1978

EBENEZER'S LOUNGE	
8:00 - 9:00	Breakfast - Charge to Room
ONONDAGA ROOM:	
9:00 - 11:00	Cost Effectiveness in Occupational Education - William Boudreau, State Education Department
10:00	Coffee Break
11:00 - 12:00	Wrap-up Summary - "I Thought I Heard You Say" Kathy Naples, Buffalo City School District
12:00 - 1:00	Lunch - Buffet Style

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41

DATED MATERIAL – PLEASE RUSH

MS. ALICE ADESMAN
AHEAD Conference
3596 Bedford Avenue
Brooklyn, N.Y. 11210

$ FINDING FUNDING

A Workshop on the Grants Process

-35-

FRIDAY, MARCH 10, 1978
9:30 A.M. - 3:00 P.M.

ROOM 207
CUNY GRADUATE CENTER
33 WEST 42 STREET
NEW YORK, N.Y.

Sponsored by AHEAD
Association for Humanistic Education and Development
A Division of the
New York State Personnel and Guidance Association

42

FINDING FUNDING – A Workshop on the Grants Process

PROGRAM

9:30 - 10 a.m.	Registration and Coffee
10 - 11:30 a.m.	Panel Presentation and Discussion Period "Recent Legislation and Funding Thrusts" How the Education Amendments of 1976 influence priorities in considering grants, and how the funding agency will evaluate your application. Moderator: Dr. Lee Cohen, Director, IRDOE (Institute for Research and Development in Occupational Education)
11:45 a.m. - 1 p.m.	Lunch, on your own – Graduate Center Cafeteria
1:15 - 3 p.m.	Small group working sessions, led by IRDOE staff, to help you translate your ideas into grant terms. There will be a group for "first-timers" as well as one for proposal writers with experience. Items to be covered include: How to: Identify your problem State your objectives in measurable terms Outline evaluation mechanisms Plan for procedures and product delivery Write a budget . . .And More!

AN ASSESSMENT OF NEEDS
FOR
VOCATIONAL EDUCATION PROFESSIONAL DEVELOPMENT
IN U.S.O.E. REGION II
NEW YORK, NEW JERSEY, PUERTO RICO, VIRGIN ISLANDS

CONFERENCE #2 -- NEW YORK CITY, JUNE 12, 13, 1978

AGENDA

MONDAY, JUNE 12, 1978 (ROOM 207)

9:00 A.M. I - REGISTRATION (COFFEE AND DANISH)

9:30 II - INTRODUCTION

9:45 III - PROJECT SUMMARY AND UPDATE

10:15 IV - GROUP WORKSHOPS:

A. EVALUATE THE PROFESSIONAL DEVELOPMENT OBJECTIVES OF THE REGION AND MEMBER AGENCIES AND RECOMMEND PRIORITIES.

B. IDENTIFY EXISTING RESOURCES, EXPERTISE AND CAPABILITIES FOR PROFESSIONAL DEVELOPMENT WITHIN EACH AGENCY THAT MIGHT BE UTILIZED TO THE BENEFIT OF THE ENTIRE REGION.

11:15 V - GROUP REPORTS

11:45 VI - LUNCHEON (ROOM 1700)

1:15 P.M. VII - INTRODUCTION

1:30 VIII - PANEL #1 "VOCATIONAL EDUCATION PROFESSIONAL DEVELOPMENT, SPECIAL POPULATIONS, AND EFFECTIVE COMMUNITY INVOLVEMENT"

2:15 IX - GROUP WORKSHOPS:

A. DISCUSS AND IDENTIFY VEPD NEEDS PER PANEL #1

2:45 X - PANEL #2 "VOCATIONAL EDUCATION PROFESSIONAL DEVELOPMENT FOR EFFECTIVE PROGRAM MANAGEMENT FOR SPECIAL POPULATIONS"

3:30 XI - GROUP WORKSHOPS:

A. DISCUSS AND IDENTIFY VEPD NEEDS PER PANEL #2

4:00 XII - GROUP REPORTS

4:30 XIII - SUMMARY AND ADJOURN

TUESDAY, JUNE 13, 1978 (ROOM 207)

8:45 A.M. I - INTRODUCTION (COFFEE AND DANISH)

9:00 II - PANEL #3 "VOCATIONAL STAFF PREPARATION FOR SPECIAL POPULATIONS"

9:45 III - GROUP WORKSHOP

A. DISCUSS AND IDENTIFY VEPD NEEDS PER PANEL #3

10:15 IV - PANEL #4 "DEVELOPING VOCATIONAL EDUCATION STAFF FOR SPECIAL NEEDS CENTERED RESEARCH AND FOLLOW-UP ACTIVITIES"

11:00 V - GROUP WORKSHOP

A. DISCUSS AND IDENTIFY VEPD NEEDS PER PANEL #4

11:30 VI - LUNCHEON (ROOM 1700)

1:00 P.M. VII - A.M. GROUP REPORTS (ROOM 1029)

1:30 VIII - INTRODUCTION

1:45 IX - GROUP WORKSHOPS (ROOMS 1027, 1029)

A. ESTABLISH GUIDELINES AND DEVISE STRATEGIES FOR INTERACTIVE PROFESSIONAL DEVELOPMENT PROGRAMS WITHIN SPECIFIC AGENCIES.

B. ESTABLISH GUIDELINES AND DEVISE STRATEGIES FOR INTERACTIVE PROFESSIONAL DEVELOPMENT PROGRAMS OF A REGIONAL NATURE.

3:00 X - GROUP REPORTS (ROOM 1029)

3:30 XI - SUMMARY AND EVALUATION

4:00 X - ADJOURN

AHEAD

ASSOCIATION FOR HUMANISTIC EDUCATION AND DEVELOPMENT

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Gerald Kushel
C.W. Post Center, L.I.U.

Raylah Krevere
Adelphi University

March 16, 1978

Dr. Lee Cohen
Graduate Center
33 West 42nd Street
New York, New York 10036

Dear Lee:

As President of the Association for Humanistic Education and Development (AHEAD), I would like to thank you for organizing and administrating our Grants Workshop. The feedback from the participants was most positive.

What we found so overwhelming was the number of requests we received, to attend. Believe it or not, we actually had to turn people away. There is no question in our minds that teachers, administrators, etc. from agencies, schools and organizations need funding information. It is relevant for today's survival. The brochures we mailed out stated that your organization would be presenting. We believe your name attracted most of our clientele.

Again, we would like to thank you and your staff for doing such a fantastic job. We hope all the participants have found a way to reach out for "new programs" with "new monies."

Sincerely,

Alice K. Adesman
President

AKA/kmf

The City University of New York *Office of the Chancellor*

535 East 80 Street, New York, N.Y. 10021
212/794-5312

October 3, 1977

Dr. Leo Cohen
Center for Advanced Study in Education
Graduate School & University Center
33 West 42 Street
New York, New York 10036

Dear Dr. Cohen:

You are invited to join with me and a distinguished group of persons concerned with the issues of youth unemployment that have resisted solution in both prosperity and recession. Linking educational and human resources has challenged the best minds of America all through the "soaring sixties" and into the "sagging seventies."

None of us are quite certain about what the eighties hold in store, but I am convinced that the unique resources of the City University must be addressed to improving these linkages.

To this end, I am seeking your assistance in conceptualizing and planning a broad scale effort directed at dealing with these issues.

I hope you will be free for luncheon at my home, 169 East 79 Street, on November 17, 1977 at 12 noon. We will adjourn promptly at 2:30 p.m.

Please let me know if I may expect you.

With warmest regards,

Sincerely yours,

Robert J. Kibbee

DEPARTMENT OF THE AIR FORCE
COMMUNITY COLLEGE OF THE AIR FORCE (ATC)
LACKLAND AIR FORCE BASE, TEXAS 78236

21 DEC 1977

Dr Lee Cohen, Director
Institute for Research and Development
in Occupational Education
The Center for Advanced Study in
Education
33 West 42nd Street
New York, New York 10036

Dear Lee

Special thanks to you and your staff for sharing with me the activities of the Center. Please convey my appreciation to Ted Abramson and Carol Kehr Tittle for the outstanding work they are doing in adding a significant contribution to the field in vocational education program evaluation.

I am sending you a copy of our latest catalog and a brochure on the College under separate cover. I hope that you and the members of your staff will be able to visit us when you are in the San Antonio area.

If I can ever be of assistance to you in any further capacity, please feel free to call upon me.

Sincerely

DALE F. CAMPBELL, Capt, USAF
Chief, Associations and
Institutions

1 Atch
CCAF Catalog and Brochure
(under separate cover)

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May 8, 1978

Dr. Lee Cohen, Director
Institute for Research and Development
In Occupation Information
33 West 42nd Street-Room 1430
New York, New York 10036

Dear Dr. Cohen:

Your co-authored article, "Occupational Curricula: The School/Job Match", in the Spring 1978 issue of New York University Education Quarterly was the most interesting article that I have ever read in that publication. You and your co-author, Dr. Leonard J. West, are to be commended for your research efforts in uncovering, and bringing to light, the discrepancies between occupational curricula in school systems and what employers look for in new hires at the entry level.

I hope that your research receives the widest possible dissemination, and its findings acted upon so that the gap between these two areas is narrowed substanially, if not completely obliterated. The positive impact of this upon the graduates of these curricula and the employers in the community who directly, or indirectly, support the local school systems is virtually incalculable.

Sincerely yours,

Lawrence A. Lansner
Placement Director
Graduate School of Business

LAL:mt

LEO SHAPIRO
55 KNOLLS CRESCENT
BRONX, N. Y. 10463
212 884 6442

JUNE 15, 1978.

EDITOR-N.Y.U. EDUCATION QUARTERLY
SCHOOL OF EDUCATION
NEW YORK.

DEAR EDITOR:

THE SPRING ISSUE OF THE QUARTERLY CARRIED AN ARTICLE BY DR.LEE COHEN AND DR. LEONARD WEST TITLED 'OCCUPATIONAL CURRICULA-THE SCHOOL JOB MATCH". THIS ARTICLE CONTAINS A MESSAGE OF VALID CONCERN, A MESSAGE WHICH DR. WEST HAS PREVIOUSLY DOCUMENTED IN HIS TWO STUDIES, TO WHICH REFERENCE IS MADE IN THE FOOTNOTES. THEIR SUGGESTIONS FOR CHANGE AND IMPROVEMENT ARE WELL TAKEN.

HOWEVER, MAY I SAY THAT SCHOOL LOGISTICS MAKE CRITICISMS EXPOUNDED IN THE N.Y.U. QUARTERLY EXTREMELY DIFFICULT TO TRANSLATE INTO CLASSROOM REFORM.

AN OCCUPATIONAL TEACHER, BY DEFINITION, IS CHOSEN PRIMARILY FOR HIS/HER EXPERTISE IN A SPECIFIC OCCUPATIONAL AREA. THAT EXPERTISE BEGINS TO OBSOLESCE THE MOMENT HE/SHE LEAVES INDUSTRY AND ENTERS THE CLASSROOM. I DO NOT BELIEVE A SINGLE SCHOOL DISTRICT TO DATE HAS RECOGNIZED THE NEED FOR AN ONGOING PROGRAM, FUNDED BY THE DISTRICT, WHICH WOULD PROVIDE FOR PERIODIC UPDATING BY RETURNING TEACHERS IN EACH OCCUPATIONAL AREA TO INDUSTRY. OCCUPATIONAL TEACHERS, LIKE ACADEMIC TEACHERS, HAVE RATHER BEEN REQUIRED TO TAKE MISCELLANEOUS UNIVERSITY COURSES. MANY OF THESE COURSES ARE TOTALLY IRRELEVANT, CERTAINLY NONE CAN IMPROVE OR UPDATE TRADE SKILLS.

SECONDLY, WHEN JOB OPENINGS LESSEN, AND PERHAPS DISAPPEAR ENTIRELY BECAUSE SPECIFIC OCCUPATIONS HAVE MOVED AWAY OR BECOME OBSOLETE, WHAT IS THE SCHOOL DISTRICT TO DO WITH THE TEACHER? RETRAINING AN OCCUPATIONAL TEACHER FOR A NEW OCCUPATION IS HARDLY AS SIMPLE AS ASKING A LATIN TEACHER TO TAKE COURSES IN ANOTHER LANGUAGE.

FINALLY, DRS. COHEN AND WEST MAKE NO MENTION OF A BASIC TRUISM OF FORMAL EDUCATION, A TRUISM WHOSE PRACTICAL VALUE PERHAPS IS GREATER THAN ALL OTHER SCHOOL OUTCOMES. IT IS AN UNDENIABLE FACT THAT A STUDENT WHO <u>SUCCESSFULLY</u> COMPLETES <u>ANY</u> COURSE OF STUDY HAS PROVIDED EMPIRICAL EVIDENCE THAT HE/SHE HAS LEARNED HOW TO THINK AND HAS LEARNED HOW TO LEARN. THESE ARE OCCUPATIONAL SKILLS WHICH MAKE FOR SUCCESS IN ANY JOB. THE DATA CITED BY COHEN AND WEST SUPPORT THIS. IN OTHER WORDS, WHERE OCCUPATIONAL SKILLS TRAINING IS UNABLE TO FULFILL ITS PRIMARY OBJECTIVE, IT IS NEVERTHELESS OF MORE PRACTICAL VALUE THAN NO TRAINING AT ALL.

SINCERELY YOURS,

Leo Shapiro

CC: LEE COHEN
LEONARD WEST

OPEN DOORS
20 WEST 40TH STREET/NEW YORK, N.Y. 10018/391-1960 SCHOOL-INDUSTRY PARTNERSHIPS

January 18, 1978

Lee Cohen, Ph.D.
Director, Irdoe
The Graduate School and University Center
of the City of New York
33 West 42 Street
New York, NY 10036

Dear Lee:

Thank you so very much for your supportive letter for our proposal to the Office of Career Education in Communicating Collaboration Strategies.

The proposal has been sent off to Washington, and we should hear in the spring. If we are funded, we will work for the period of October 1, 1978 through September 1979. Of course we will be making preparations long before that time.

With appreciation for your support and looking forward to working with you, I am.

Sincerely,

Frances Low
Director

FL/mgv

SPONSORED BY THE ECONOMIC DEVELOPMENT COUNCIL OF NEW YORK CITY
IN COOPERATION WITH THE NEW YORK CITY BOARD OF EDUCATION

The STOP Organization

415 ST. PAUL'S BLVD.
P. O. BOX 1078
NORFOLK, VIRGINIA 23501
TELEPHONE: AREA CODE 804/627-3541

March 23, 1978

Professor Lee Cohen, Director
Center for Advanced Study in Education
Institute for Research & Development in Occupational Education
Graduate Center
33 West 42nd Street
New York, N.Y. 10036

Dear Professor Cohen:

Thank you for the publication "Barrier-Free Design: Accessibility for the Handicapped". It will be most beneficial to the Mobility on Wheels Project.

The STOP Organization is currently conducting a survey for Mobility on Wheels. This survey is to determine the accessibility of various public and private facilities to the physically handicapped in the Southeastern Tidewater, Virginia area. Once this information is gathered it will be published and distributed as the "Tidewater Access Guide for the Physically Handicapped".

The task of assessing and gathering the needed information is done by people, who before training were unfamiliar with architecture that causes barriers for a handicapped person. As the coordinator of this project I plan to use the publication you sent to help make the inspectors more aware of architectural barriers.

Enclosed you will find a copy of the site sheet we use to determine the degree of accessibility of each facility and a Mobility on Wheels brochure. The guide will be published in October, 1978 and you will of course receive a copy. If you have any further questions please feel free to contact me.

Thank you again for your kindness and cooperation.

Sincerely,

Cheryl Barber

Cheryl Barber, Coordinator
Mobility on Wheels

V. Wayne Orton

V. Wayne Orton, Associate
Director for Operations

CB:VWO:kj

A COMMUNITY SERVICE ORGANIZATION

for CHESAPEAKE, FRANKLIN, ISLE OF WIGHT COUNTY, NANSEMOND, NORFOLK, PORTSMOUTH, SUFFOLK, SOUTHAMPTON COUNTY AND VIRGINIA BEACH, VIRGINIA

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DIVISION FOR THE PHYSICALLY HANDICAPPED

May 11, 1978

Center for Advanced Studies in Education
Graduate School
University of New York
33 West 42nd Street
New York, New York 10036

To Whom It May Concern:

I recently learned of a free publication that is put out by your organization and I am writing to request a copy. The title of the work is:

"Barrier Free Design, Accessibility for the Handicapped" by Phyllis L. Tica and Julius A. Shaw.

If it is still available may I have a copy sent to me at the following address:

Robert Logsdon
Division for the Blind and Physically Handicapped
Indiana State Library
140 North Senate Avenue
Indianapolis, Indiana 46204

Thank you.

Sincerely,

Robert Logsdon
Division for the Blind
and Physically Handicapped

RL:cm

mailed 5/31/78

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UNIVERSITY OF NEVADA

RENO

May 22, 1978

DIVISION OF
SPECIAL PROGRAMS
Educational Opportunities Program
Special Services for the Disadvantaged
Project Upward Bound

Institute for Research and Development
in Occupational Education
City University of New York
1411 Broadway
New York, New York 10018

Dear Sir/Madam:

The Special Programs Division of Student Services at the University of Nevada, Reno, provides support services to those students who have special needs. Under our program, we have a Tutor Coordinator, a Writing Specialist, a Reading Specialist, BIA Counselors and Field Coordinator, and a Counselor for the Handicapped Students. We coordinate a transportation system, readers for the visually impaired, interpreters for the hearing impaired, pushers for the orthopedically impaired, and other auxiliary educational aids, in addition to tutors.

However, we still consider our program in its infancy stage. Indeed, we have a variety of needs to meet within our program as we continue to improve and expand the services we provide. Because we are a young and growing program, we are collecting data and information which will help us and the students we serve.

Therefore, I am requesting the following free information:

Publication #74-3 Barrier Free Design September 1974.

If there is a charge on the information, please notify my department before mailing the material.

Thank you for your assistance in this matter.

Cordially,

Faith Reinhart

Faith Reinhart, CRC
Counselor for the Handicapped

Rec'd 6/1/78

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April 13, 1978

Center For Advanced Study In Education
Graduate School and University Center
City University of New York
33 West 42nd. Street
New York City

To Whom It May Concern:

Please send me the following literature which I understand is available at no cost. I would appreciate a single copy of your publication.

BARRIER FREE DESIGN

Thank you for your time and co-operation.

Sincerely,

La Verne Bush

LaVerne Bush
Interim Director of Program Standards

LB/cmd

rec'd 4/17/78

Campbell – Harrison
1415 University Avenue
University of Missouri at Columbia

Institute for Research and
Development in Occupational
Education.
City University of New York.
1411 Broadway.
New York, N.Y.
10018

Dear Folks,

I am a Rehabilitation in Home Economics major here at the University of Missouri. As such, I would be very interested in your literature on Barrier-free Design -- accessibility for the Handicapped.

Would you mind sending me a copy? I would be willing to pay any necessary expenses.

Thanks so much for your time,

Jay Engel

MLA 1/1-6

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT

OFFICE OF VOCATIONAL REHABILITATION
300 Flatbush Avenue
Kingston, New York 12401
Telephone: (914) 339-4270

December 14, 1977

Institute for Research and Development
in Occupational Education
Center for Advanced Studies in Education
The Graduate School and University Center
City University of New York
1411 Broadway
New York City, New York 10007

Gentlemen:

Please send me a copy of Publication #74-3, Sept. 1974, "Barrier-Free Design Accessibility for the Handicapped" by Phyllis L. Tica and Julius A. Shaw.

Thank you for your cooperation in this matter.

Sincerely,

Gerald Poisman, CRC
Senior Vocational Rehabilitation Counselor

GP:ms

mld 1/30/78

Edward J. Meyer Memorial Hospital
462 GRIDER STREET BUFFALO, NEW YORK 14215

894-1212, ext. 228, 611

May 8, 1978

Dr. Lee Cohen, Director
Institute for Research and Development
in Occupational Education
Graduate Center
33 West 42nd Street
New York, New York 10036

Dear Dr. Cohen:

Thank you very much for your publication "Barrier-Free Design: Accessibility for the Handicapped". As requested in your letter, I am writing a brief description of our program.

Our department received funds through the Comprehensive Employment and Training Act, Title VI to operate a special project for one year. We have a project staff of eight who are conducting surveys of approximately 2000 private businesses and/or industries in Erie County. Companies are selected by a random method and surveyed on three basic parameters: (1) accessibility for physically handicapped persons (2) personnel practices and (3) necessary job skills and entry level positions. At the conclusion of our project an extensive directory will be printed covering the three basic parameters for all 2000 companies. This directory will be available to handicapped individuals, social service agencies, rehabilitation training programs and placement agencies.

It is anticipated that secondary gains of the project will be (1) dissemination of barrier-free literature and information to private industry (2) increased awareness of the handicapped worker's potential for employment and (3) possible competitive placements for specific clients.

We have been collecting all current available literature on barrier-free design to use in training project staff and to use in developing architectural barrier survey forms.

Thank you for your assistance and interest.

Sincerely,

Christina M. Sonne

Christina M. Sonne
Supervisor of Vocational Services
Rehabilitation Medicine Department

CMS/jg

PRINCE GEORGE'S COUNTY

Harrington Mall,
9171 Central Avenue,
Capitol Heights, Maryland 20027

HOUSING AUTHORITY

January 4,1978

Institute for Research and
Development in Occupational Education
City University of New York
1411 Broadway
New York, New York, 10018

Gentlemen;

The Prince George's County Housing Authority is presently gathering resource information to assist in the development of housing strategies and policies for the county's handicapped residents.

The Authority would very much appreciate your assistance in this effort. Please forward a copy of Barrier-Free Design: Accessibility for the Handicapped, by P.L. Tica and Julius Shaw, 1974.

Please forward the requested information to:

Prince George's County
Housing Authority
9171 Central Avenue
Capitol Heights, Maryland 20027
Attn: Eugene Boyd

Sincerely

Eugene Boyd
Information Specialist

mee 1/30/78

SIMCOE HALL WOMEN'S LEAGUE
Formerly
Women's Welfare League

387 SIMCOE STREET SOUTH OSHAWA, ONTARIO L1H 4J2 TELEPHONE 728-4692

Directors of

SIMCOE HALL
SETTLEMENT HOUSE
Telephone 728-7525

SIMCOE HALL
BOYS' CLUB (EASTVIEW)
Telephone 728-5121

SIMCOE HALL
CRIPPLED CHILDREN'S
CENTRE
Telephone 728-1673

February 9, 1978

Centre for Advanced Study in Education
Graduate School and University Centre
City University of New York
1411 Broadway Street
New York City, New York
10018

Dear Sir:

I understand that you have investigated building modifications for people using wheelchairs and crutches. I would appreciate any references concerning modifications to present buildings and homes.

Thank you for your attention to this matter.

Sincerely,

Darlene Dufresne

Mrs. Darlene Dufresne, B.Sc., P.T.
Physiotherapist

DD:ns

mailed 2/2/78

60

National Handicap Housing Institute, Inc.
12 South Sixth Street, Suite 1216
Minneapolis, Minnesota 55402
(612)338-5845

7 June 1978

N.Y. Institute for Research and Development in Occupational Ed.
Center for Advanced Studies in Education
Graduate School
City University of New York
33 West 42nd Street
New York, New York 10036

To whom it may concern:

Our organization, the National Handicap Housing Institute, Inc., is working on expanding its resources pertaining to special designs and aids for the blind and deaf. We are especially interested in design techniques and ideas for an education, recreational and residential facility, which will include ages 4 to 21.

Another aspect of this project includes researching appliances and household items that would be useful to the handicapped community. The information will be available to builders, architects and others that would be interested in this information. We are also working on ways of adapting existing facilities (both houses and apartments) for accessibility.

If you have done work in this area or have information available please send two copies (or a price list of available information, if one exists).

Thank you for your help, ideas and concern.

Sincerely,

NATIONAL HANDICAP HOUSING INSTITUTE, INC.

Mary D. Johnson

Mary D. Johnson

/mae

Rec'd 6/14/78

EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF TELECOMMUNICATIONS POLICY

INTERAGENCY COMMITTEE REPORT ON RURAL COMMUNICATIONS

15 DECEMBER 1977

sporting events. By the time Broadside became independent of the development district in 1974, TV viewers in East Tennessee and southwest Virginia were able to see between four and six hours of locally originated video per week.

Similarly, the Berks Cable programming has attracted great interest because of its interactive programming involving senior citizens. In addition, they too have programs for teaching video in the high schools and producing reports to parents and the community from the schools.

There is now before the FCC a petition for rulemaking (RM-2846) to create a new "Community Educational Radio Fixed Service" (CERFS or "Communicasting").[28] This service, growing out of amateur radio and television, would provide two-way multiple-access television, an over-the-air version of the Reading model. By utilizing available UHF channels it would be considerably cheaper than the present Instructional Television Fixed Service (ITFS, which utilizes the 2.5 to 2.69

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[28]The Graduate School and University Center, CUNY, "In the Matter of the Establishment of a New Community Educational Radio Fixed Service in the 470MHz to 930MHz Frequency Band", RM-2846, January 21, 1977. This band is currently shared with land mobile services.

band) and would be "open circuit" rather than closed circuit since most televison sets could receive the signal without the use of a converter.

In one use, suggested by an upper New York community college, several very inexpensive low power transmitters would broadcast to a centrally located television translator for wider distribution, thereby providing two-way multiple access television between a teacher and students located at several separate access sites. In addition, those students unable to travel to one of the access sites could view the interaction at home and possibly use the telephone for audio return.[29]

A second use, proposed by a Maine medical group, would provide in-service medical training to professionals located in rural areas. In order to reduce costs, technical standards would be set to allow for the direct transmission from video cameras and videotape recorders and the television signal would also be used to carry computer data and biomedical telemetry. The Maine group suggests authorization of a demonstration period of five years to test various system designs.[30]

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[29]Comment on Petition for Rulemaking RM-2846. Dutchess Community College, SUNY, Poughkeepsie, New York, October 5, 1977.

[30]Comment on Petition for Rulemaking RM-2846. Medical Care Development, Inc. Augusta, Maine. May 25, 1977.

A common characteristic of these models is the linking of programming with the local institutions, especially the schools. The local broadcasting is supported financially in part by the schools, often in return for providing instruction. Programming for special audiences, such as the elderly, school children, and in-service instruction for some professionals is also supported by a variety of grants and contracts. This local programming can be made interactive by using the telephone for audio return. Moreover, some communities are using mobile broadcast units (ITFS or microwave) to provide regular two-way video between such institutions as the community college and the prisons, or between the college and teachers or parents of children with special educational needs who may gather at a central location such as a school, town hall, or church perhaps 20-30 miles from the college.

A second common characteristic seems to be that programming of special interest to a community or group such as a local political meeting, a meeting between senior citizens and the local social security administrator, or instructional

programming for a special audience (special education teachers) need not be of high technical quality in order to attract an audience or convey a message. The intrinsic interest for the community or group and their involvement in sponsoring or indeed producing the programming provides the stimulus to watch or listen. Programming, which by national network standards might be called "poor programming," may be "good community communications."

The examples cited above can certainly be multiplied many times as local broadcasters, both educational and commercial, utilize the resources and institutions of their communities to produce and present programming of special interest and value to the local community. Much of this programming represents educational and social service programming. The example of Broadside Video indicates that hundreds of hours of local programming can be produced for the cost of one half-hour of a network prime time program. These examples of local community programming depend however on the availability of one or more low cost local broadcast channels, to which we now turn.

Low Power Television Stations

Existing FCC regulations for television broadcast stations which set minimum standards for emissions, licensed

operators, hours of operation (except for educational stations), and capitalization have, we believe, significantly increased the cost of constructing and operating a television station. Thus, only a handful of commercial stations operate in markets of less than 30,000 households. By failing to take account of the sharp economic differences between urban and rural areas, these uniform standards (which have not prevented the development of substantially more television service in urban America) may effectively inhibit the growth of television service in rural America. Exacerbating this problem is the fact that rural areas have been burdened by the FCC's disproportionate allocation to them of the considerably less cost-effective UHF broadcast channels. However, an easing of these standards for rural areas and the encouragement of local taxing jurisdictions to develop a comprehensive broadcast distribution system could begin to bring more local origination to rural areas.

One rationale for easing these standards is that lower standards are already accepted by the FCC for rebroadcast of programming by translators, undoubtedly reflecting both confidence in the high reliability of the latest solid state technology, and the lesser congestion of the broadcast spectrum in rural areas. Moreover, low power translator-based UHF transmitters in the 1 kilowatt range are currently

being used by the Armed Forces Radio system and in a number of foreign countries. The DRI Report estimated that

> "...low power system costs range from $65,000 for a 1 kw UHF system using a converted translator (probably not acceptable by current FCC standards) to $164,000 for a 5 kw VHF system. High power systems cost from $300,000 to $800,000. Studio costs would add from $50,000 to $300,000 to these figures, depending on the amount and quality of local program origination provided.[31]

These estimates suggest that a low power translator-based transmitter and local origination facilities could be provided for about one-fifth the cost of a more costly and higher power system which would meet current FCC technical, legal and financial standards.

Thus, a first method of bringing a local service channel to a rural community would be the establishment of the new station utilizing the low power translator-based transmitter. The station might be either privately or publicly owned and if publicly owned, the licensee might be a community group, an educational institution, or the local Broadcast Improvement District. In any case, it would likely be an economic

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[31] Much of the present discussion as well as the quotation are taken from DRI, Broadband Communications, pp. 45-49.

necessity for the station to cooperate with and utilize the local institutional resources, especially the schools. The broadcast signal could be carried more widely over the community funded translator system and indeed significant support for origination facilities and programming costs might come from this source, depending upon the wishes of the community. We would expect that use of the local station and corresponding financial support by local groups, educational institutions, and social service agencies would grow slowly, similar to the way that these organizations have learned to use cable access channels and the NASA satellites.

A second, but closely related means of providing local programming in rural areas involves the use of the television translator system. In 1976 Congress amended §318 of the Communications Act changing the definition of the functions of (both television and FM) translators from "solely" rebroadcasting of signals to "primarily" rebroadcasting of signals. The FCC had earlier by waiver and rule making recognized the value of at least minimal origination, allowing emergency announcements and 30 seconds per hour for acknowledgement of financial support. Although constrained by §318 the Commission had wished to go further

Community TV Via UHF Channels Proposed

"Communicasting" is a concept for two-way community and educational television using low-cost TV transmitters in community centers. These centers would communicate with each other via a repeater, which would retransmit signals over a radius of 15 to 150 miles depending on the antenna, using UHF channels 70-83 which are unused in most U.S. communities.

Unlike existing and proposed educational TV broadcasting systems, no special equipment would be required to pick up the signals—no $10,000 ground stations, no microwave receivers, just an ordinary home UHF TV set.

For less than $1,000, a school, library, or town hall could set up a transmitter. People at home could watch local school board meetings, or (by calling in by phone) question the town officials. Or people could participate in specialized courses, with several different schools contributing experts.

This revolutionary idea comes from a radio amateur, Ed Piller on Long Island, founder of the Communicasting Association of America, and Lee Cohen, of the Center for Advanced Study in Education, City University of New York. They've petitioned the FCC to free up these UHF channels for this purpose. This puts them squarely in competition with the land mobile radio service, which has been promised the same channels for car telephones, the phone companies, and, of course, TV broadcasters.

Ed Piller told Communications Tomorrow that TV is "a wasteland up there in the higher channels. It's not a thing in which you can brainwash by transmitting in just one direction as you do in broadcasting. People would be able to respond and refute on the spot if an elected official said something untrue. The broadcasters, the land mobile services, AT&T . . . they all have their own frequencies, but nobody is looking out for public service and public education. We're falling behind countries like Canada and Japan who are developing direct-to-home TV broadcasting."

Of course, educators presently have Instructional Television Fixed Service (ITFS) in the 2.5 to 2.69 GHz. band. But Piller says the high cost of equipment in this band limits it to affluent institutions. Cable TV is limited too—to those who can afford cable, and to those towns that have it.

Communicasting would allow students to "communicate instead of commute" and would provide low-cost video teleconferencing for public interest groups, educators, and others. A community repeater station is comparatively inexpensive and can be supported by a group of users.

Concept Demonstrated Already

Piller has been demonstrating the communicasting concept at the Syosset School District on Long Island, where three schools are using surplus taxi radios and cheap black and white cameras for two-way TV communication via an amateur radio repeater. (Any school or individual in the nearby areas of New York, New Jersey and Connecticut can join these experiments if they have access to a ham TV station.)

One intriguing possibility is suggested by what's happening in amateur radio and TV right now. Hams will soon be able to communicate by TV from New Jersey to Massachusetts by hopping from repeater to repeater. That suggests the possibility of regional teleconferences and widespread low-cost exchange of educational TV programming.

Congressman Lionel Van Deerlin (Democrat, California) proposes that UHF channels 67-69 be used to create up to 450 new radio stations frequencies in each metropolitan area. A thought: Why not communicasting radio too?

Widespread Benefits Foreseen

Educational researcher Lee Cohen sees many other benefits to communicasting:

- Delivery of formal and informal education and information to schools, universities, community centers, libraries, hospitals, industrial plants, homes, fire departments, etc. Content could include courses, legal and welfare information, health and safety information, continuing education for doctors, engineers, etc.—virtually anything that serves the public interest.
- Two-way capability can overcome the often stultifying experience of simply listening/viewing lecture-type deliveries by making questions, rebuttals, etc. possible.
- Terminals (a TV camera and transmitter plus a small antenna) are extremely inexpensive and can be used with existing TV receivers in homes, schools, and public agencies.
- Electronic forums, workshops and seminars to special interest groups (e.g. physicians, engineers) without requiring travel to and accommodations at a central facility;
- Two-way field supervision of interns, cooperative education placements, or student teachers; and/or
- Data-gathering and transmission capability for researchers at remote sites.

To express your ideas on this petition, write to the Federal Communications Commission, Washington, D.C. 20554, referencing Petition No. Rm-2846, "Community Educational Fixed Radio Service," or your Congressman. Since the petition deadline was June 13, you should enclose a "Petition to Extend Filing Period" as a separate cover letter.

For more information, contact Ed Piller, Communicasting Association of America, 80 Birchwood Park Drive, Syosset, NY 11791. tel. (516) 938-5661.

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